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ABSTRACT

A 2-year teacher preparation and induction process for faculty new to teaching is being implemented in Iowa's community colleges. The process includes a series of credit-earning seminars that are sequentially taught at predefined levels of competence and implemented in the teacher's classroom with the assistance of the master teacher and constructive feedback from the master teacher and students. Seminars are conducted through the Iowa State University College of Education. The teacher characteristics being taught were validated by 66 community college administrators and 177 faculty. The principal investigator, participant, participants' students, master teacher, and an external evaluator conduct formative and summative evaluation to assess seminar process and participants' success in their classrooms/labs. The appendixes include a table of exemplary community college teacher characteristics upon which the process is based. (Contains 10 references.) (YLB)

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# INDUCTION EXPERIENCES AND NEEDS FOR PREPARING VO-TEC INSTRUCTORS WITHOUT TEACHER EDUCATION BACKGROUND

AMERICAN VOCATIONAL ASSOCIATION

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# Preparing New Teachers for Iowa's Community Colleges for the Decade of the 1990s and Beyond

*Purpose of Proposal*

The purpose of this project is developing and implementing a two-year teacher preparation and induction process for faculty new to teaching at Iowa's community colleges. This two-year process–an alternative approach to the state-mandated five-course requirement, is be a collaborative effort between selected Iowa community colleges, their new faculty, staff from their learning centers and selected master teachers, the College of Education at Iowa State University, and the Iowa Association of Community College Trusties (IACCT).

*Need for the Project*

From their original goal of expanded access in the 1960s and 1970s, the nation's two-year colleges have moved to a goal of academic excellence in the 1980s and 1990s. As the movement toward a 1990's curriculum intensifies, a concomitant shift in emphasis from teaching to learning is occurring, requiring major role changes for community college instructors. In the 1990s, faculty will need to be as skilled in the diagnosis and treatment of student learning problems/challenges as they are in their disciplines (Cross, 1989). An important consequence of this trend is that traditional control concepts are being replaced by flexible control concepts implicit in collaborative learning (Johnson & Johnson, 1989), students learning to learn, (Carnevale et al., 1989), and teaching as leading (Baker, Roueche, & Gillette, 1990).

By the year 2000, approximately 40 percent of all community college faculty in the United States who now teach will retire (AACJC, 1988). In addition, the 1990s community college curriculum is complex, outcome-based, articulated internally and with high schools and four-year colleges, and requires integration of workplace basics (Carnevale et al., 1989). Further, the nature of community college students has changed. They are older and are more likely to be attending part-time, to have other responsibilities, and to lack basic learning skills and academic basics. For these reasons, community colleges need tenacious, competent personnel who have the tools and abilities to teach a wide range of students to be tough, independent, productive members of society (Shulman, 1987).

To date, teacher education programs in many states have not been able or willing to address this need. Hoerner (1990), in a national staff development practices study at 384 community colleges, found that professional development courses continued to be the same as they were 25 and 50 years ago. Similar dissatisfaction was reported at the national level by the American Association for Community and Junior Colleges (1988). Research completed in Iowa during 1990-91 (Van Ast, 1991) also addresses this issue.

The needs in Iowa are similar to those at the national level. Since 1966, all new teachers in Iowa's 15 community colleges have been required to complete the same five state-mandated teacher education courses over a five-year period. Community college teachers, administrators, and personnel directors have been dissatisfied with the content, delivery process, and availability of these courses for some time. The 1989 Iowa Community College Personnel Advisory Committee strongly stated, "There is a felt need to create a certification program which would allow faculty entering Iowa's community college system to be fully certified within the first two years of their tenure" (Iowa Department of Education, 1989).

A large turnover in Iowa's community college teachers is expected within the next 10 years. Within the decade, an estimated 39% of Iowa's community college faculty are expected to retire, and an additional 11% new faculty members will be hired. Now is an excellent time to revamp the way in which community college teachers are certified.

***Description of Project***

In order to meet the needs of both new faculty and students in community colleges, an effective and efficient outcome-based teacher preparation program has been implemented and will utilize a new faculty development and induction process as an alternative to the existing teacher preparation system. The process is based upon exemplary community college teacher characteristics (described in Appendix A) that have been selected from the research of Cross (1989), Baker, et al. (1990), Joyce & Clift (1984), Johnson & Johnson (1989), and Carnevale et al. (1989). These characteristics have been rigorously validated by 66 community college administrators and 177 faculty in a 1991 study by John Van Ast, the principal investigator of this project (see Appendices A and B).

Carried out in collaboration with the community colleges and the Iowa Association of Community College Trustees (IACCT), the project features an induction process in which new faculty learn 43 teaching competenciew in a series of credit-earning seminars as they begin their teaching careers. The are assisted by master teachers from their community colleges. The IACCT is committed to changing the way in which community college faculty members are trained and is fully involved in the design of this project.

An advisory committee oversees the project and includes the principal investigator, an administrator from the ISU College of Education, one administrator and one teacher from each of the participating community colleges, one representative from the IACCT, and a representative of the Iowa Department of Education (IDOE).

The two-year teacher development/induction process includes a series of credit-earning seminars that are 1) sequentially taught; 2) at predefined levels of competence; 3) implemented in the teacher's classroom; 4) with assistance of the master teacher; and 5) with constructive feedback from the master teacher and the classroom students. Teacher's self-evaluation and structured discussion of the success or failure of the teacher behaviors being taught are incorporated into the process. The seminars are conducted through the College of Education, using the expertise of that faculty, the community colleges, and others. Seminar location is based upon equitable access to the participants.

1992-93 Academic Year. The advisory committee was chosen, and master teachers will be selected. In August 1992, the first group of new teachers began the series of 16 seminars.

1993-94 Academic Year. The first group of new faculty members will continue their coursework. A second group will begin the program in August, 1993.

1994-95 Academic Year. The first group will complete the course in May, 1994. The second group will complete the course in June, 1995. (see Instructional Schedule). Summative evaluation will be conducted based on the first group's experiences during January-June, 1995, and materials for dissemination also will be completed.

| INSTRUCTIONAL SCHEDULE | | | |
|---|---|---|---|
| 1992 - 1993 | | 1993 - 1994 | |
| DATES* | CLOCK HOURS | DATES* | CLOCK HOURS |
| August 17,18,19 | 26 | August 18,19,20 | 26 |
| October 1-2 | 12 | Sept. 30/Oct. 1 | 12 |
| November 5-6 | 12 | November 4-5 | 12 |
| December 3-4 | 12 | December 2-3 | 12 |
| February 4-5 | 12 | February 3-4 | 12 |
| March 4-5 | 12 | March 3-4 | 12 |
| April 1-2 | 12 | April 1-2 | 12 |
| May (T.B.I.) | 12 | May (T.B.I.) | 12 |
| SUB TOTAL | 110 | SUB TOTAL | 110 |

***Evaluation***

Formative and summative evaluation to assess seminar process and participants' success in their classrooms/labs, evaluations will be conducted by: a) the principal investigator, b) the participant, c) the participants' students, d) the master teacher, and e) a third party. Formative evaluation occurs as an ongoing process. Summative evaluation will occur twice annually. A third party evaluation will be conducted under the direction of the Research Institute for Studies in Education (RISE) at Iowa State University. All evaluation will focus on: a) participants' academic and applied success, b) participants' students' success and retention, c) induction process and product, d) retention of new faculty, e) master teacher role effectiveness, and f) immediate supervisor satisfaction with participants' job performance.

*Dissemination*

During the third year of the project, the principal investigator will conduct a three-day seminar to interested individuals from throughout the United States on the content, process, and success of the project. In addition, he will make presentations and conduct seminars at national conferences. Beginning in 1993-1994, those interested in this revised process for preparing new community college faculty will be invited to attend any or all of the seminars for these faculty being conducted during the school year at Iowa State. Finally, packaged materials on the seminars and copies of the final report will be made available on a cost recovery basis.

*Transferability and Long Term Implementation*

This program and its benefits are directly transferable to every new teacher, master teacher, community college and teacher education institution in the nation.

*Cost Effectiveness and Self Support*

Operational funds are be used for planning, implementation, evaluation, the purchase of instructional curriculum materials, coursewares, media, and the cost of securing master teachers. Participants and/or their respective colleges pay the tuition for their two-year enrollment–equivalent to the present system. This financial support, administrative support for faculty release time, and ongoing evaluation throughout this project are quantitative.

*Project Director Credentials*

John Van Ast, Ph.D. served as the professional development consultant with the Minnesota State Department of Education–Technical Institute Division from 1972-1975, working with the 28 post-secondary technical institutes. Since joining the ISU faculty in 1975, he has spent 90% of his time working with community college faculty and first-line supervisors in the areas of staff development, curriculum assistance, and technical updating. In that capacity, he administered a state-funded curriculum assistance program for ten years (1980-1990), and he has provided consultation for the majority of Iowa community colleges. His involvement with the US Dept. of Education in its national Workplace Literacy program, as well as his long-term working relationship with the International Masonry Institute (IMI) in their award-winning

apprenticeship instructor training program are indicative of his national experience. His numerous applied research activities for and with community college faculty, including the 1990-1991 research study, *Preparing new teachers for Iowa's community colleges for the decade of the 1990s and beyond*, provide additional proof of capability to succeed in this project.

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## Appendix A

Table 1.

[1] Mean score of Important Scale for 43 teacher characteristics needed by new faculty or perceived by 66 administrators and 175 teachers.

[2] Mean score of Implementing Scale for 43 teacher characteristics needed by new faculty as perceived by 66 administrators and 175 teachers.

TABLE 1
title

| | ALL RESPONDENTS | | | | | | ADMINISTRATORS | | | | | | TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | |
| | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. |
| A. Increasing Opportunities for Quality Educational Performance and Success | | | | | | | | | | | | | | | | | | |
| 1. Operating from a clearly defined community college educational philosophy and mission | 240 | 3.90 | 1.00 | 234 | 3.94 | 1.53 | 66 | 4.15 | 1.00 | 64 | 4.17 | 1.28 | 174 | 3.80 | 0.99 | 170 | 3.86 | 1.61 |
| 2. Viewing learning as a valuable activity in and of itself | 241 | 4.39 | 0.78 | 235 | 4.56 | 0.97 | 66 | 4.46 | 0.77 | 62 | 4.42 | 1.12 | 175 | 4.37 | 0.79 | 173 | 4.61 | 0.91 |
| 3. Relating course content and value to real-life situations | 240 | 4.38 | 0.70 | 233 | 4.36 | 0.96 | 65 | 4.51 | 0.64 | 61 | 4.48 | 0.85 | 175 | 4.33 | 0.72 | 172 | 4.31 | 1.00 |
| 4. Viewing his/her own role as a facilitator of learning | 241 | 4.35 | 0.81 | 233 | 4.42 | 1.07 | 66 | 4.52 | 0.77 | 63 | 4.49 | 1.08 | 175 | 4.29 | 0.82 | 170 | 4.39 | 1.07 |
| 5. Expressing high expectations of student's self-worth | 241 | 4.38 | 0.76 | 233 | 4.64 | 0.79 | 66 | 4.54 | 0.66 | 63 | 4.68 | 0.78 | 175 | 4.31 | 0.79 | 170 | 4.62 | 0.80 |
| 6. Encouraging belief in students' self-worth | 240 | 4.61 | 0.69 | 235 | 4.68 | 0.75 | 66 | 4.73 | 0.60 | 63 | 4.73 | 0.72 | 174 | 4.57 | 0.72 | 172 | 4.66 | 0.76 |
| 7. Caring about students | 239 | 4.69 | 0.62 | 233 | 4.84 | 0.63 | 66 | 4.82 | 0.46 | 61 | 4.93 | 0.31 | 173 | 4.64 | 0.67 | 172 | 4.81 | 0.71 |
| 8. Gaining a sense of satisfaction from achievement | 240 | 3.99 | 0.92 | 230 | 3.70 | 1.27 | 66 | 4.17 | 0.82 | 61 | 3.62 | 1.31 | 174 | 3.92 | 0.95 | 169 | 3.72 | 1.26 |
| 9. Allowing students to take responsibility for their own learning | 241 | 4.36 | 0.76 | 235 | 4.04 | 1.24 | 66 | 4.49 | 0.64 | 63 | 4.11 | 1.12 | 175 | 4.32 | 0.80 | 172 | 4.02 | 1.28 |
| B. Offering Positive Orientation, Guidance, and Direction through Coaching | | | | | | | | | | | | | | | | | | |
| 10. Utilizing collaborative teaching/learning methods | 231 | 3.80 | 0.97 | 229 | 3.50 | 1.30 | 64 | 4.00 | 0.87 | 63 | 3.65 | 1.25 | 167 | 3.73 | 1.00 | 166 | 3.45 | 1.32 |
| 11. Developing and teaching the learning to learn process | 231 | 3.99 | 0.95 | 226 | 3.67 | 1.32 | 65 | 4.22 | 0.86 | 62 | 3.71 | 1.19 | 166 | 3.90 | 0.97 | 164 | 3.65 | 1.37 |
| 12. Demonstrating well-defined class/lab organization | 238 | 4.34 | 0.80 | 232 | 4.39 | 1.03 | 66 | 4.56 | 0.66 | 63 | 4.46 | 0.88 | 172 | 4.26 | 0.84 | 169 | 4.37 | 1.08 |
| 13. Identifying course expectations and communicating them clearly | 239 | 4.75 | 0.52 | 234 | 4.76 | 0.78 | 65 | 4.91 | 0.29 | 63 | 4.89 | 0.32 | 174 | 4.69 | 0.58 | 171 | 4.72 | 0.89 |
| 14. Matching needs of students with structural plan for growth and improvement | 229 | 3.89 | 0.88 | 226 | 3.4 | 1.22 | 65 | 4.19 | 0.77 | 62 | 3.50 | 1.23 | 164 | 3.77 | 0.90 | 164 | 3.36 | 1.22 |



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TABLE 1 (continued)

| | ALL RESPONDENTS | | | | | | ADMINISTRATORS | | | | | | TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | |
| | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. |
| 15. Encouraging stuents' efforts through consistant and appropriate feedback | 241 | 4.49 | 0.62 | 235 | 4.31 | 0.77 | 66 | 4.62 | 0.60 | 64 | 4.30 | 0.77 | 175 | 4.45 | 0.62 | 171 | 4.32 | 0.77 |
| 16. Reaffirming the goals, objectives and value of the course and learning | 237 | 4.20 | 0.83 | 227 | 3.92 | 1.09 | 64 | 4.42 | 0.69 | 61 | 4.00 | 0.93 | 173 | 4.12 | 0.86 | 166 | 3.89 | 1.14 |
| 17. Identifying and affirming students responsibilities | 241 | 4.37 | 0.72 | 233 | 4.34 | 1.00 | 66 | 4.52 | 0.64 | 63 | 4.40 | 0.85 | 175 | 4.31 | 0.74 | 170 | 4.32 | 1.06 |
| 18. Integrating applied listening, speaking, reading, writing, and computing skills | 240 | 4.22 | 0.84 | 236 | 3.83 | 1.28 | 66 | 4.27 | 0.81 | 64 | 3.78 | 1.23 | 174 | 4.21 | 0.86 | 172 | 3.84 | 1.30 |
| 19. Integrating interpersonal, group process, problem solving, decision-making, planning, communication, reasoning, and organizational and management skills | 240 | 4.15 | 0.93 | 234 | 3.51 | 1.35 | 66 | 4.44 | 0.75 | 64 | 3.52 | 1.32 | 174 | 4.03 | 0.97 | 170 | 3.51 | 1.36 |
| C. Motivating, Students to Increased Satisfaction for and Development of Learning to Learn Skills | | | | | | | | | | | | | | | | | | |
| 20. Motivating students to be totally involved in the learning process | 239 | 4.38 | 0.75 | 232 | 4.18 | 1.17 | 66 | 4.54 | 0.61 | 63 | 4.18 | 1.13 | 173 | 4.32 | 0.78 | 169 | 4.18 | 1.19 |
| 21. Considering students' adult and experiential learning and soliciting their contributions | 239 | 4.13 | 0.86 | 231 | 3.94 | 1.06 | 66 | 4.20 | 0.81 | 62 | 4.02 | 1.06 | 173 | 4.10 | 0.88 | 169 | 3.92 | 1.07 |
| 22. Incorporates students' experiences into class/lab teaching | 241 | 3.93 | 0.92 | 232 | 3.74 | 1.12 | 66 | 4.02 | 0.94 | 63 | 3.59 | 1.20 | 175 | 3.90 | 0.91 | 169 | 3.80 | 1.08 |
| 23. Promoting trust and respect between student and teacher, and among students | 240 | 4.63 | 0.63 | 232 | 4.71 | 0.69 | 65 | 4.63 | 0.60 | 62 | 4.66 | 0.60 | 175 | 4.63 | 0.64 | 170 | 4.73 | 0.72 |
| 24. Encouraging independent thinking | 240 | 4.58 | 0.64 | 233 | 4.34 | 0.98 | 65 | 4.63 | 0.58 | 62 | 4.29 | 1.00 | 175 | 4.56 | 0.67 | 171 | 4.36 | 0.98 |
| 25. Viewing student maturation as a desirable goal of education | 239 | 4.17 | 0.90 | 225 | 3.92 | 1.26 | 66 | 4.27 | 0.76 | 62 | 3.90 | 1.30 | 173 | 4.13 | 0.95 | 163 | 3.93 | 1.25 |
| 26. Promoting student risk-taking | 232 | 3.87 | 0.90 | 221 | 3.46 | 1.28 | 64 | 4.09 | 0.83 | 61 | 3.61 | 1.36 | 168 | 3.78 | 0.91 | 160 | 3.41 | 1.25 |



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TABLE 1 (continued)

| | ALL RESPONDENTS | | | | | | ADMINISTRATORS | | | | | | TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | |
| | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. |
| D. Recognizing and Encouraging Students' Desire to Learn | | | | | | | | | | | | | | | | | | |
| 27. Diagnosing students needs at the beginning of the course | 239 | 3.99 | 0.91 | 230 | 3.90 | 1.19 | 66 | 4.21 | 0.83 | 63 | 4.03 | 1.16 | 173 | 3.90 | 0.93 | 167 | 3.85 | 1.20 |
| 28. Clearly communicating the goal and purpose of teaching through well-organized syllabi | 241 | 4.48 | 0.80 | 234 | 4.62 | 0.98 | 66 | 4.71 | 0.55 | 63 | 4.75 | 0.76 | 175 | 4.40 | 0.86 | 171 | 4.58 | 1.05 |
| 29. Providing a forum for student input into course goals, objectives, personal expectations, and needs | 236 | 3.53 | 1.10 | 221 | 3.37 | 1.41 | 66 | 3.71 | 0.99 | 61 | 3.57 | 1.45 | 170 | 3.46 | 1.13 | 160 | 3.29 | 1.39 |
| 30. Being aware of the total student--including abilities, course readiness, skill preparation, maturity and learning style | 241 | 4.01 | 0.94 | 231 | 3.65 | 1.21 | 66 | 4.32 | 0.86 | 63 | 3.71 | 1.35 | 175 | 3.90 | 0.94 | 168 | 3.63 | 1.16 |
| E. Working to Limit and/or Eliminate Learning Obstacles | | | | | | | | | | | | | | | | | | |
| 31. Listening to students with an open and accepting attitude before responding | 241 | 4.60 | 0.58 | 234 | 4.70 | 0.71 | 66 | 4.71 | 0.55 | 63 | 4.71 | 0.71 | 175 | 4.56 | 0.58 | 171 | 4.70 | 0.71 |
| 32. Exploring alternatives with students for changing unacceptable situations | 239 | 4.00 | 0.85 | 232 | 3.71 | 1.12 | 65 | 4.14 | 0.81 | 62 | 3.71 | 1.12 | 174 | 3.94 | 0.87 | 170 | 3.71 | 1.12 |
| 33. Developing and/or modifying curriculum to meet student needs and potentials | 238 | 3.68 | 1.07 | 221 | 2.99 | 1.40 | 64 | 3.91 | 0.97 | 61 | 3.21 | 1.39 | 174 | 3.59 | 1.10 | 160 | 2.91 | 1.40 |
| 34. Meeting with students outside of lab/class | 233 | 3.90 | 0.99 | 221 | 4.05 | 1.02 | 66 | 4.08 | 0.92 | 63 | 4.10 | 0.98 | 167 | 3.83 | 1.01 | 158 | 4.03 | 1.04 |
| 35. Providing additional help for students | 240 | 4.20 | 0.85 | 229 | 4.19 | 0.86 | 66 | 4.32 | 0.81 | 63 | 4.24 | 0.88 | 174 | 4.15 | 0.86 | 166 | 4.18 | 0.85 |
| 36. Encouraging students use of support and resource services | 241 | 4.38 | 0.76 | 230 | 4.40 | 0.84 | 66 | 4.52 | 0.69 | 63 | 4.46 | 0.84 | 175 | 4.33 | 0.78 | 167 | 4.37 | 0.85 |
| 37. Encouraging peer and/or other tutoring and study skills | 241 | 4.20 | 0.81 | 230 | 4.20 | 0.90 | 66 | 4.15 | 0.85 | 63 | 4.21 | 0.92 | 175 | 4.21 | 0.79 | 167 | 4.19 | 0.90 |

TABLE 1 (continued)

| | ALL RESPONDENTS | | | | | | ADMINISTRATORS | | | | | | TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | | IMPORTANCE | | | IMPLEMENTATION | | |
| | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. | N | MEAN | S.D. |
| F. Using Effective Performance as an Expectation by Which to Empower Students | | | | | | | | | | | | | | | | | | |
| 38. Setting and upholding standards of behavior | 238 | 4.51 | 0.73 | 228 | 4.80 | 0.62 | 65 | 4.63 | 0.63 | 62 | 4.79 | 0.58 | 173 | 4.47 | 0.76 | 166 | 4.81 | 0.63 |
| 39. Being able to model expected behavior | 236 | 4.54 | 0.75 | 226 | 4.72 | 0.74 | 64 | 4.70 | 0.58 | 61 | 4.69 | 0.89 | 172 | 4.48 | 0.80 | 165 | 4.73 | 0.68 |
| 40. Reviewing and clarifying student expectations regarding performance and outcomes | 240 | 4.38 | 0.75 | 229 | 4.01 | 1.02 | 66 | 4.65 | 0.62 | 59 | 4.22 | 0.98 | 174 | 4.27 | 0.77 | 170 | 3.94 | 1.02 |
| 41. Making students aware of the reward, priviledge, and consdequency of their actions. | 241 | 4.39 | 0.78 | 229 | 4.39 | 0.86 | 66 | 4.55 | 0.64 | 60 | 4.40 | 0.74 | 175 | 4.33 | 0.83 | 169 | 4.39 | 0.89 |
| 42. Providing positive feedback and constructive criticism regarding student performance | 241 | 4.59 | 0.61 | 232 | 4.24 | 0.81 | 66 | 4.79 | 0.41 | 61 | 4.23 | 0.74 | 175 | 4.51 | 0.66 | 171 | 4.25 | 0.84 |
| 43. Accepting their active involvement in the teaching learning process | 239 | 4.46 | 0.69 | 230 | 4.26 | 1.01 | 66 | 4.65 | 0.62 | 61 | 4.30 | 1.01 | 173 | 4.39 | 0.70 | 169 | 4.25 | 1.02 |

a:\word\table1.doc

[1]Important Scale

| | |
|---|---|
| Extremely important | 5 |
| Very important | 4 |
| Important | 3 |
| Some importance | 2 |
| No importance | 1 |
| No opinion | 0 |

[2]Implementing Scale Beginning

| | |
|---|---|
| First day | 5 |
| Second week | 4 |
| Second month | 3 |
| Second semester/qtr. | 2 |
| Second year | 1 |



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THE REAL ISSUE FOR THE 1990'S

IS

MAXIMIZING FACULTY EFFECTIVENESS

AND

MAXIMIZING STUDENT POTENTIAL

J. Van Ast - June 1989

**Enrollment in Community College Credit Classes**

| | |
|---|---|
| 1987 | 27 average age |
| 1987 | 63% students part-time |
| 1992 | 79% students will be part-time |
| 1992 | 30% students will be full-time |

AACJC 1987

**Technical Education**
**Associate Degree Significance**

By 1995, 75% of all entry level job classifications will require post-secondary education.

U. S. Dept. of Labor

Four out of five such classifications will require less than a B. S.

AACJC 1988

**Community College Teaching Staff**

Greatest Resource:

| | |
|---|---|
| 1986 | 40% full-time |
| | 60% part-time |
| 1996 | 40% of 1986 staff will retire |

AACJC 1988



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Johnson, Johnson, & Smith
1991

COMPARISON OF OLD AND NEW PARADIGMS OF COMMUNITY COLLEGE TEACHING

| | Old Paradigm | New Paradigm |
|---|---|---|
| Knowledge | Transferred From Faculty to Students | Jointly Constructed by Students And Faculty |
| Students | Passive Vessel To Be Filled By Faculty's Knowledge | Active Constructor, Discoverer, Transformer of Own Knowledge |
| Faculty Purpose | Classify and Sort Students | Develop Students' Competencies And Talents |
| Relationships | Impersonal Relationships Among Students and Between Faculty And Students | Personal Transaction Among Students And Between Faculty And Students |
| Context | Competitive/Individualistic | Collaborative Learning In Classroom And Collaborative Teams Among Faculty |
| Assumption | Any Expert Can Teach | Teaching is Complex And Requires Considerable Training |

## TEACHER EFFECTIVENESS

The most effective teacher must be considered and supported as a classroom/lab researcher

Cross 1989

- Student Learning Styles
- Instructor's Interactive Styles
- Cooperative Learning
- Functional Content

## Successful motivational behaviors . . .

First, faculty provided a clear goal direction and matched their curriculum to course and content goals

Second, instructors tended to be highly directive early on, providing guidance and appropriate coaching in a very positive manner

Third, instructors were well aware of individual student's needs and accommodated the individual difference among their students.

Fourth, award-winning instructors were focused on providing regular and helpful feedback for their students

Fifth, faculty reported that they held high expectations for their students, but they did not relinquish their caring attitude and/or their concern for their students

Finally, faculty were willing to relinquish their own control over their classroom environment and their students and could empower their students toward active learning and a sense of responsibility for learning to learn

*Roueche, Baker & Gillette (1990)*

## 7 Parameters for a Quality Teacher Development Program

1. Build an Education for Teachers
   - Develop a natural, on-going program integrated into the community college experience
2. Build Induction Experiences
   - Delivery schedules, curriculums, and teaching
   - Interrelate theory and practice
3. Theory-Practice Integration of Studies into the Classroom
4. Collaboration of Community Colleges and Schools
   - Makes powerful training possible for teacher development
5. Connect Teaching to Emerging Knowledge Base
   - Quest for knowledge and is dynamic and compatible with responsibilities of a dynamic college classroom
6. Curricular and Organizational Change
   - Sensible incorporation of new community college research as part of the job
7. Teaching is Imbued with Continued Study of Academic Substance and the Mission, Philosophy and Climate of the Community College

## Two-Year Induction-Mentor Program Design

To ensure that three essential services are provided to the beginning teachers in their critical first two years of teaching:

1. Continuing personal support;
2. Regular and responsive educative experiences which both extend and enrich the faculty members' initial preparation as well as address the particular demands of their day-to-day situation; and
3. On-going feedback and assessment of their performance and progress over time, culminating in a summative decision by the end of two years as to whether they should be relieved of their teaching responsibilities, continue on an initial licensure tack, or be placed on a regular licensure track.

A Sequential Two-Year Induction Process for Iowa's New Community College Faculty that has the following Characteristics as recommended by K. Patricia Cross (1979)

PURPOSE:

1. To promote conceptual development on the part of the new faculty member;
2. A compensatory means of providing quality education to students in novices' classrooms that is more equivalent with that instruction afforded in more experienced teachers' classrooms;
3. An incentive for new teachers to pursue assignments in contexts and settings where high quality new teachers are especially needed;

4. An opportunity to better identify teachers early who have a need to develop the necessary attitudes and dispositions to work effectively over time with students in a classroom/lab context, and to constructively prescribe solutions and additional training;

5. A means of improving the retention rate of many outstanding veteran faculty;

6. A vehicle for achieving a collaborative partnership between those in teacher education institutions and those in the Iowa's community colleges through bringing complementary resources to bear on mutual concerns; and

7. A way of modeling job-embedded forms of professional growth since these can and should occur not only between the veteran and novice teacher but also between two or more experienced teachers.

## PROGRAM CRITERIA

Can be adapted from the program criteria developed by the Northwest Regional Educational Laboratory (NWERL, 1987)

### Content

- Clear goals and operational objectives
- Builds on participants' prior experiences and is related to their school situations. Participants are readied to apply what they have learned.
- Supported by research
- Builds both knowledge (an understanding of background and concepts) and skills (ability to put knowledge into operation).
- Integration of participants' evaluation and accountability

### Delivery Model

- Program is delivered in more than one incident over an extended period of time.
- Presentation of new material is followed by demonstration, practice, feedback, and follow-up for evaluation and accountability.
- Readiness activities begin the program, with complex new material presented incrementally and accompanied by repeated checks for understanding.
- Includes a variety of instructional modes and activities.
- Participants learn with and from one another.

### Post-Program Follow-up

- Systematic long-term follow-up reinforces and monitors new behaviors, assists in implementation, and provides support in applying new knowledge and skills.
- Participants receive feedback as part of the follow-up.
- Participants are accountable for implementing new knowledge and skills.

## Time Frame

- A series of credit earning seminars consonant with the six areas of responsibility and 43 behaviors will be provided for the beginning teacher in a functional context approach.
- This two-year systematic approach would provide learning experiences in which the 43 behaviors will be:
  - sequentially taught,
  - at predefined levels of competence,
  - implemented upon return to the teacher's classroom and lab/clinic,
  - with assistance of the mentor teacher,
  - with constructive feedback from the mentor teacher, the teacher's students,
  - self evaluation, and
  - structured discourse of implementation success or failure prior to moving on to the next teacher behavior or a higher level thereof.

## Mentor's Goal

To help the beginning teacher develop and enhance:

- COMPETENCE - mastery of knowledge, skills, and application
- SELF-CONFIDENCE - belief in one's ability to make good decisions, to be responsible, and to be in control
- PROFESSIONALISM - understand and assume the responsibilities and ethics of the profession, and the mission of the community college

## Mentor Responsibilities

- Meeting regularly with the protege, both formally and informally
- Guiding the protege through the daily operation of the classroom, department, and college
- Arranging for the protege to visit different teachers' classes
- Demonstrating lessons for the protege
- Observing the protege's teaching and providing feedback
- Being a role model in all aspects of professionalism
- Developing skills as a mentor as well as a teacher
- Supporting and counseling the protege, providing perspective when needed

## Mentor's Qualifications

- Skillful teacher
- Ability to transmit effective teaching strategies
- Thorough command of his/her own curriculum
- Good listener
- Can communicate openly with the beginning teacher
- Sensitive to needs of the beginning teacher
- Understands teacher effectiveness using a variety of teaching techniques and is careful not to be overly judgmental
- Remembers vividly the experience of a new teacher's "moccasins"